

Implementing Management Vocational School of Building Relate Inclusive Concept with Approach of Diversities Program and Universal Design Learning

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Abstract: Every human being, including us are unique individuals. The uniqueness is what makes every human being has different characteristics. Therefore, the education system in Indonesia need to capture this aspect which can eventually be used as a reference to adjust school management and teaching system in prospect to improve the quality of education for the broadest group of people. The latest data from the Central Statistics Agency (BPS) 2017 states that the number of children with special needs in Indonesia is amount 1.6 million people. Only 18% of them received well education in inclusive school or formal school support with inclusiveness. There is 62 location in indonesia not have to special school for accomodate difable and many formal school still not yet implemented inclusive system of education. In many form school still not ready by teacher competencies, awareness of regulation, management and etc. This problem is concern for school institution and government. Vocational school building as one of education institution is a good subject to start increase implement this inclusive system. Because of graduate vocational school have opportunity became giving impact relate construction field in build of inclusive infrastructure in Indonesia. They have more concern about building regulation about disabilities, in expectation can increase quality of inclusive public facilities. The result is to solve complicated inclusive regulation by government for school with propose a simplified concept. In order to raising implementation of inclusive culture in school system.

Keywords: inclusive, management, leadership

INTRODUCTION

Educational institutions are organizations for a group of educated people who work together to achieve certain goals, as the purpose of education. Points to success in the purpose of education is equal distribution for every human group to get their rights fairly educated. Unfortunately there are still many children with special needs whose have rights to get proper education have not been fulfilled. There is only 115,000 disabilities student get special education school and 299,000 disabilities in regular school with inclusive system, from total of 1.6 million disabilities children in Indonesia. That number indicates the lack access of education for students with disabilities.

To increase the number participation of disabilities student in Education, Implementation of inclusive education services should be applied more focusing for regular schools rather than build much school for special needs. Because to raising and gain more equal exposure to diversities type of student with infrastructure that exist before. Proper target for school to implemented this system is vocational school of building. Because disabilities student in time when graduate is ready to be workforce beside option to continue university. In a target persons with disabilities who are part of vocational education will be more prepared to work in harmony with the impact of improving the welfare of persons with disabilities. In addition graduate from school of Building Vocational Schools provides an opportunity for person with disabilities to be involved in the construction sector, especially for the construction in concern of disabled-friendly. buildings that will provide better and more effective infrastructure inclusive

development impacts, because it is done by the involvement of persons with disabilities themselves.

People with disabilities are identical with physical limitations. For most people, the existence of persons with disabilities to be part of the academics education in Indonesia may be a phenomenon since still a bit of awareness about disabilities. Until now, groups of people with disabilities still have to struggle to get equality and opportunities in accessing of education. Some schools through certain instruments as a way to reject prospective students from persons with disabilities, such as through brochures for New Student Admission. listed rules or requirements "not physically disabled or physically healthy" for prospective new students. This is will interfere people with disabilities pass on their education, only able to continue in certain schools.

Disabilities: Conditions in Indonesia

Many forms of physical inadequacies that reduce human ability to do activities are included in disability conditions. Persons with disabilities can be interpreted as individuals who have physical or mental / intellectual limitations. Fulfillment of the right disability education is directly proportional to the number of services in the education agency that implements of inclusive education system. As the data about schools in Indonesia, the number of special school as follows.

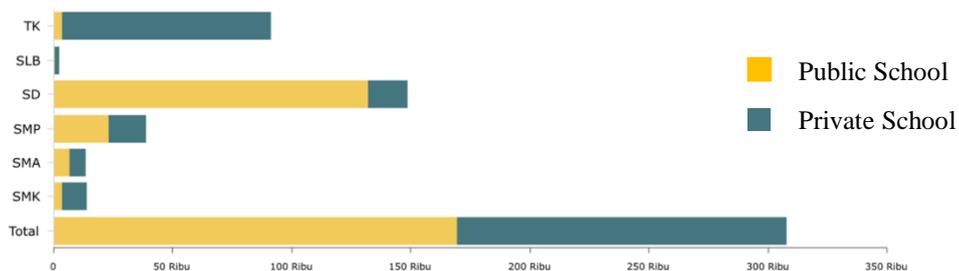


Figure 1. The number of special school in Indonesia 2017/2018
 Source : Minister Of Education Indonesia, Data Of School 2017/2018

The total number of regular school in Indonesia is 300.085 schools, beside significant difference with total 2.157 of special schools and 29,317 regular schools with implementing inclusion programs. Mean school only accommodate 18% of disabilities student in Indonesia from 1,6 millions of dissabilities children. According Ediyanto (2017) to the regulation in Indonesia (Permendiknas No. 70 Year 2009), the obligation of inclusive schools is only for the urban level. In each urban district is required to have 1 inclusive school at the elementary and junior high school levels. While for high school is required for the province. While at the rural level, inclusive education is organized non-formally by the community. The spread of inclusive schools is concentrated on the Java Island, while for outer islands there is no guarantee that districts have 1 inclusive school at elementary and junior high school levels.

METHODOLOGY

This study uses a qualitative approach to analyze documents and case studies to carry out field notes, literature studies, interviews, and documentation. The researcher chose this qualitative approach because it departed from real phenomena or events and wanted to be studied by researchers, namely the situation of general school management and teaching systems in determining the number of disabilities participation in regular and school of special

education institutions. To be followed up in the preparation of the inclusion system in the school environment This research was conducted by attending directly to the field which took place at the Foundation for Disabled Children (YPAC) in Surakarta in seeing the pattern of organizing to serve the inclusion community as a reference for drafting research concepts. The limitation of discussion is focus in configuring management of school.

RESULT

Leadership: Definition by Inclusion

The definition of leadership is an effort to mobilize and motivate other people to take actions directed towards achieving goals, leadership points are used as a spectacle before entering management. Because in an organization, especially in Education, a good direction for the activities and objectives is defined and carried out entirely based on the command of the leader of the institution. Furthermore, the role of a leader as stated by M. Ngalim Purwanto, as follows:

1. As an executive
2. As a planner
3. As an expert
4. As representing the group in the action outside (external group representative)
5. As supervising relations between member
6. Acting as a provider of rewards and punishments
7. Acting as a arbitrator and mediator
8. Is part of a group
9. Is a symbol of the group
10. Holder of surrogate for individual responsibility
11. As a creator / aspirant (ideologist)
12. Acting as a father (father figure)
13. As a scapegoat (scape goat)

From the leadership aspects above point 5th, 12th about inclusion Education system, it becomes a reference in perceiving the management of organizational diversity both for employees and for their students in being responsible for harmony and collaboration. The shape of creating harmony in organizations that have various forms and various characteristics of its members school organization. The figure of a leader who can appreciate and understand diversity then put each member as of all the strengths and weaknesses to the place of their responsibility that is carried out to optimize organizational goals.

The result of using leadership aspect in common is to being example culture of inclusive and responsibility regarding diversities from the leader and management of school spread to the all member including student.

School Management

School Management: Diversity Program

In concern to implement the diversity school program, begin from base of educational management by implementing a School Based Management program. The School Based Management Program (MBS) is a form of policy from government that gives broad authority to schools to determine what they needs and programs by empowering resources within and outside the school to improve the quality of education in schools without overriding the objectives of National Education.

Then using the principle of "Diversity program" as a sub-work to implementing school organization management. Diversity program is a series of processes about inclusiveness

towards a variety of diversity that exists in the world of work, especially in organizations. This diversity is not only related to cultural background, but also included diversity in terms of race, ethnicity, religion, gender, physical, and sexual orientation. Especially in this study, diversity programs are built from social phenomena involving persons with disabilities in the community. The principle of diversity program has the following paths:

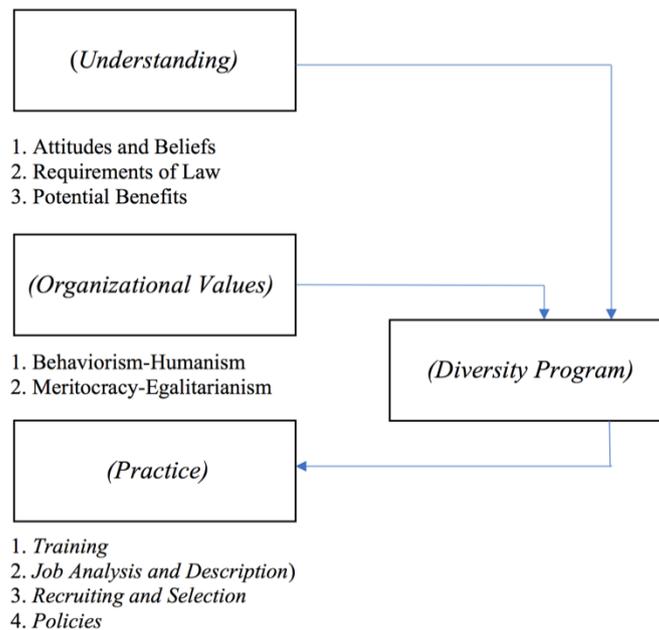


Figure 2. Attitude Based Model to Accommodate Disabilities

(Source: Macy, Granger. (1996). Accommodating Employee with Disabilities: A Matter of Attitude. Journal of Managerial Issues Vol. 8 No. 1. Pittsburg State University, p. 79)

The principle of diversity put culture to realize high tolerance firmly for fellow members of the organization. That the organization is formed based on the differencies pattern when it merges into one structure. Mean when there are other part cannot perform their functions perfectly, they will be supported together by other part until the functions and activities of the organization run optimally and well. Also to realize good work activities for normal and disability members, they will learn from each other about each character of their work and eventually adjust too for the good work rhythm of an organization's body.

The result of using diversities program is the school commite can more prepare about taking dissabilities in the part of school system. Because the program is a pack of introducing diversities in organizational and raising awareness about threating of each person with differentiation with basic knowledge and training.

School Management: Grouping System

Grouping system is a form teaching method to distribute the potential of students as optimal as possible. With grouping students it expect can be easily look what is the potential of each student. Identical groupings through the placement of classification or group students. For realizing a learning environment situation that enhances the ability of disabled and non-disabled students. Grouping is done before the learning process by applying planning functions, organizing, actuating, and controlling. The basics of the next grouping are based on the general characteristics of students. By referring to the following three important aspects, such as:

Intelligence | Disabilities | Empathy

At a minimum determine in a study group or grouping, there are three characteristics of each individual according to the above. The assessment process can be done by physical observation, reviewing the value of report grades or achievements, and assessing through questionnaires. After obtaining enough characteristic data then ready assemble group by . This grouping aims to harmonize disability students interact socially with non-disabled students. also for normal students to raising the empathy as well as the condition of their friends with disabilities and how to treat them well. It is expected that students when in the community have a high awareness of the general aspects of disability.

Teaching System: Universal Design Learning

According to Conn-Powers (2006) there are several main principles adopted by Universal Design for Learning in an effort to accommodate the needs of diverse students: Physical Principles

1. Equitable Design, which is a design that allows all students to access the same information and avoid segregation or giving wisdom to anyone.
2. Flexibility in use, namely design that can accommodate various preferences and abilities of individuals.
3. Simple and intuitive, which is an easy to understand the design.
4. Perceptible Information, mean the design of communicating information needed effectively to users, through varied methods (pictorial, verbal, tactile), regardless of the user's sensory abilities.
5. Tolerance of errors, designs that minimize the danger and adverse risks of intentional or unintentional actions.
6. Low Physical effort, mean design that can be used efficiently, comfortably and not tiring.
7. Approach Size and space in use, mean the provision of the right size and space, adjusted for student body size, posture, or mobility.

The application of the principle "Universal Design Learning" is focus on emphasized teaching media materials as a concrete form of teacher communication to students with physical inadequacies for it is more emphasized to pay attention to the following aspects: 1) accessibility of printed materials, 2) accessibility of digital content, 3) accessibility of teaching materials visual, and 4) accessibility of audio teaching materials. To facilitate the realization of teaching materials according to the concept above the media must be made digitally because it will be very easy to create, be combined, and change its shape adapted to the diversity of types of students to be more easily percept.

Developing for vocational school of building using learning media with augmented reality (AR) and virtual reality (VR) technologies. Virtual Reality is a technology that allows users to interact with a computer-simulated environment, Augmented Reality is a technology that combines 2D and 3D virtual objects in a real 3D environment and projects those virtual objects in real time. According Khoirul I (2018) The result of using AR and VR in SMK Nasional Dawarblandong Major of building is can be accepted by respondents with 88.1% satisfaction percentage of respondents. In Additional to be more universal for developing this AR and VR program need to including voice over instruction for people with hearing issue.

CONCLUSION

Increased adoption of a proper inclusive education system should be done to raising the number of person with disabilities participation in the school education environment. The concept is to facilitates school more understanding about inclusive concept with simplified thinking in expected to increase the adoption of regular schools so that more schools can

implement it. The design concept offered in this study starts from defining leadership in understanding diversity. Furthermore, adjustments from the management side are used "diversities program" and group learning systems according to the characteristics that have been determined. And finally the determination of teaching materials and techniques through the principle of "Universal Design Learning". By applying a number of points earlier the school has been able to start inclusion services for person with disabilities, And every time an evaluation is carried out to improve the optimization of inclusive education at regular schools.

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